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ABSTRACT

Drawing on the work of early childhood teachers and teacher educators, this volume provides examples of creative ways in which practitioners and theorists are rethinking their work. Grounded in principles of equity, difference, and the recognition of racial, ethnic, and sexual diversity, the book provides a range of thinking, theorizing, and practical applications on topical issues in the field such as equity and fairness in observing young children, gender identities in the early years, and working with nontraditional families. The chapters are: (1) "From Identity to Identities: Increasing Possibilities in Early Childhood Education" (Susan Grieshaber and Gaile S. Cannella); (2) "Personal Stories: Early Childhood Educators and Reconceptualized Identities" (Gaile S. Cannella and Susan Grieshaber); (3) "Miss Nelson Is Missing! Teacher Sightings in Research on Teaching" (Sharon, Ryan, Mindy Ochsner, and Celia Genishi); (4) "Advocacy and Early Childhood Educators: Identity and Cultural Conflicts" (Susan Grieshaber); (5) "A Reconstructed Tale of Inclusion for a Lesbian Family in an Early Childhood Classroom" (Janice Kroeger); (6) "Equity Observation and Images of Fairness in Childhood" (Sheralyn Campbell and Kylie Smith); (7) "A Messy Closet in the Early Childhood Classroom" (Rachel Theilheimer and Betsy Cahill); (8) "Fractured or Manufactured: Gendered Identities and Culture in the Early Years" (Patrick Hughes and Glenda Mac Naughton); (9) "Reflections on Collectivism in Early Childhood Teaching in Aotearoa/New Zealand" (Jennie Ritchie); (10) "Racial and Ethnic Mirrors: Reflections on Identity and Voice from an Asian American Educator" (Susan Matoba Adler); (11) "Postcolonial Ethnography, Young Children, and Voice" (Radhika Viruru and Gaile S. Cannella); and (12) "Conclusions: Identities and Possibilities" (Gaile S. Cannella and Susan Grieshaber). All chapters contain references. (KB)

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